

Behaviour Policy



**Peacehaven
Community
School**

Aspire • Believe • Contribute • Achieve

Approved by: Chair of Governors

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1. Introduction

Here at Peacehaven Community School our behaviour policy outlines our expectations for students to ensure a safe and positive learning environment for all. We believe in fostering a culture of mutual respect, where students are encouraged to develop their character and reach their full potential, in line with our school values of:

- Aspire
- Believe
- Contribute
- Achieve

This policy details our approach to rewards and positive reinforcement, alongside a clear structure for addressing behavioural concerns. We are committed to working collaboratively with all stakeholders to promote good behaviour and a successful school experience.

This policy has been written with regards to the Equality Act 2010 and public sector equality duty. Peacehaven Community school recognises that reasonable adjustments to the application of this policy will, at times, have to be made where required to meet individual needs and avoid disability discrimination (see appendix one).

This policy is written in conjunction with key guidance provided by the Department for Education, including;

[Behaviour and Discipline in Schools - A guide for headteachers and school staff](#)

[Suspension and Permanent Exclusion - DfE guidance 2024](#)

[Swale Academies Trust Suspensions and Permanent Exclusion Policy](#)

[Keeping children safe in education 2025](#)

2. School Values

The school values underpin our culture and ethos at Peacehaven Community School. These values are:

Aspire: At Peacehaven Community School, our vision is to provide outstanding education within a supportive environment that enhances students' cognitive and social-emotional outcomes, including their wellbeing. We believe in setting high expectations for all students and supporting them to achieve their full potential. Our students are encouraged to aspire to their personal best, and we strive to prepare them for their future in a changing world.

Believe: We believe in providing a happy, caring, and successful learning environment where all students are valued and made welcome. We emphasise mutual respect, good manners, and exemplary behaviour, and offer a broad and balanced curriculum that prepares students for adult life. Our vision is to foster a culture of inclusivity, resilience, and community partnership, where every student is supported to achieve their full potential.

Contribute: At Peacehaven Community School, our vision is to develop students who are active contributors to society. We recognise the importance of community partnership and encourage our students to engage in extracurricular activities and a rich programme of trips and visits that help to broaden their horizons. Our students are encouraged to be responsible global citizens, making a positive impact on the world around them.

Achieve: Our vision is to provide innovative and challenging evidence-based teaching that inspires our students to achieve excellence and make excellent progress. We believe in providing a personalised learning experience that caters to each student's individual needs, abilities, and interests. Our curriculum is

evidence-informed and designed with our vision in mind, and our learning activities and teaching are tailored to develop our students' cognitive and social-emotional skills, preparing them for their future in a changing world.

3. Rewards

Rewards are used to reinforce positive behaviours that are based on our values. In order to promote a positive learning environment, Peacehaven Community School will always look to reward good attitudes to learning and outcomes. We use an electronic system to award achievement points. Students can be awarded one achievement point if they display positive behaviour linked to our four core values.

Celebrating success at school is also demonstrated through the following (but not limited to):

- recognition boards used in class
- certificates of attendance
- letters / postcards home from any member of staff for outstanding performance
- positive phone calls from staff
- Headteacher commendation letters
- presentation and celebration assemblies
- being featured in the school's newsletter
- presentation of awards at after-school events
- annually at the Academic and Community Awards evening with a variety of prestigious awards.

Achievement points will accumulate and at set points a certificate will be awarded as outlined below:

Number of achievement points	Reward
50	Bronze certificate
100	Silver certificate
150	Gold certificate
250	Platinum certificate
350	Ruby certificate
500	Sapphire certificate

Students will also be able to claim items from our rewards shop. Students can purchase the following rewards from the school reward shop, using their achievement points. The reward shop will be open daily at 3:00 pm until 3:20 pm at the front reception.

PCS rewards shop...	
10 Achievement points	Small Eraser
10 Achievement points	Pencil
10 Achievement points	Large Eraser
10 Achievement points	Pen (Edding Handwriters, Blue or Black)
10 Achievement points	Pencil with eraser

10 Achievement points	Sharpener
10 Achievement points	Ruler
15 Achievement points	Ballpoint pen
15 Achievement points	Roller pen
15 Achievement points	Highlighter pen
70 Achievement points	Tennis Ball
100 Achievement points	Cookie
100 Achievement points	Week-long front of lunch queue pass
200 Achievement points	Stationery bundle (small)
200 Achievement points	Free Meal from the Food Hall
300 Achievement points	Football
300 Achievement points	Skipping Rope
400 Achievement points	Stationery bundle (large)
500 Achievement points	£5 Amazon Voucher
600 Achievement points	Basketball
800 Achievement points	£10 Amazon Voucher

4. Student Expectations and Culture for Learning

Our school recognises that poor behaviour and engagement are detrimental to learning, and disruption to lessons can affect the life chances of other students. We are determined to uphold the principle that every child has the right to learn in every classroom. We believe that all learners need to feel safe and secure in school in order for them to reach their full potential and have established a culture of respect for each other, as well as pride in academic achievement. In order to set the highest standards of behaviour in every lesson, staff and students are expected to model our culture for learning.

	Teacher Focus	Student Focus
1	Greet students at the door and record lateness on Edulink. (More than 10 minutes late is truancy.)	Arrive to each lesson on time.
2	Ensure the register is taken within 5 minutes of the lesson starting and is answered with 'Good morning/afternoon' or the teacher's full name.	Answer the register politely.

3	Ensure starter is ready on the board immediately for the beginning of each lesson.	Complete the starter activity as soon as you have sat down.
4	Teachers encourage a climate where students all participate and are respectful to the working environment	Work quietly and put up your hand if you have a question or need help.
5	Ensure students stand behind chairs in silence at the end of the lesson. You then dismiss them in an orderly manner .	Leave the classroom as instructed by your teacher.

5. Mobile Phones

Phones are not allowed out at school. If a teacher sees or hears a phone they will notify duty (Staff on call and Senior Leadership on call) who will go and collect the phone. The student will be able to collect the phone from the main reception (where it will be kept securely) at 3.10pm. If the student refuses, the Pastoral Leader will decide upon how many days the student is to hand the phone in before entering school, this is usually 5 days. Persistent misuse of mobile phones may result in longer term agreements on handing in phones at the start of the day, before students enter the school.

[DfE Mobile Phone Guidance - February 2024](#)

6. Home school agreement

At Peacehaven Community School our Home School agreement is our mutual commitment to student learning, celebrating the partnership between all stakeholders. We work together in partnership to ensure that every student does their very best and achieves their potential. We communicate respectfully at all times understanding that we all want the best for our students. Student learning is the centre of all that we do. We are committed to celebrating diversity and promoting equality. We will all ensure that we challenge any form of prejudice, including discriminatory remarks with regard to gender, race, age, sexuality, gender identity, religion and disability.

To support all members of our school community we expect everybody to follow our school rules with regards to behaviour, conduct, attitude to learning, uniform, attendance and punctuality.

The school will undertake to:

- Establish and sustain a positive partnership between home and school
- Respond to any email correspondence in line with our website.
- Promote a culture of learning so that our students can excel
- Provide a balanced and diverse curriculum which can meet the needs of your child
- Keep parents and carers regularly informed and consulted about school matters in general and your child's progress in particular
- Provide clear information re student progress, achievements and behaviour
- Recognise, reward, praise and celebrate good behaviour, outstanding effort, achievement and contribution to school life in line with our school values of Aspire, Believe, Contribute and Achieve
- Encourage your child to participate in a wide range of extra-curricular activities on offer
- Work with you to solve any problems which could impact your child's progress while at

school, such as attendance below 96%

Parents and carers will:

- Ensure that their child attends school every day, on time, making sure they do not take time off unless it is unavoidable
- Ensure that their child wears the correct school uniform in line with the school uniform policy. This clearly states 'no jewellery'
- Ensure that their child is properly equipped with the 'PCS 10 for Success' : Pencil case, 2 black or blue pens, purple pen, pencil, pencil sharpener, ruler, rubber, glue stick, reading book (planner for KS3 students only)
- Support the school by working in partnership together, communicating any concerns and sharing success with the relevant staff
- Attend parents'/carers' evenings and discussions about their child
- Encourage their child to participate in school life to the full, including extra-curricular activities
- Support the school's Behaviour Policy including the roles and responsibilities of parents/carers laid out in the Home School Agreement when in school and on the journey to and from school
- Keep the school informed of any concerns or problems which might affect their child's work or behaviour, working with the school to resolve these
- Use the progress reports provided by school to support their child's progress and work ethic
- Ensure their child completes any homework and requests support where required
- Download any apps that are relevant to their child's life at school
- Respond to communications from the school when required
- Use the school to pass on important messages to their child; understanding it is not possible for them to use their mobile phone during the school day
- Keep the school updated with regard to home contact details, including latest parental/carer mobile phone contact numbers and email addresses and medical information

Students will:

- Attend school every day and on time
- Wear the correct school uniform in line with the school uniform policy. This clearly states no jewellery
- **ASPIRE** - to be the best I can be, using the reports and feedback provided by school to inform my progress and work ethic
- **BELIEVE**- in myself by taking responsibility to do my classwork and homework to the best of my ability
- **CONTRIBUTE** - to school life, making our school the best school possible and embracing a positivity towards learning and showing care towards the school environment
- Take responsibility for my own behaviour; following the Student Code of Conduct and do everything I can to make PCS a safe and happy place for all
- Work with my teachers and school staff to support my learning so that I can **ACHIEVE** - be proud of my achievements
- Speak and act respectfully and politely to all members of the PCS community
- Respect and appreciate other students and staff, their work, views, property and individuality
- Be prepared to learn and bring all the equipment I need every day - the 'PCS 10 for Success' : pencil case, 2 black or blue pens, purple pen, pencil, pencil sharpener, ruler, rubber, glue stick, reading book
- Follow the school mobile phone policy, making sure that my mobile phone is turned off and kept in my bag throughout the school day

7. Sanctions and Interventions

Positive teacher-student relationships are considered to be key to promoting expected behaviours. We focus heavily on forming positive relationships based on consistency, fairness and trust. This allows teachers to understand their students and create a strong foundation from which, when necessary, behavioural change needs to take place. We promote positive behaviour through praise, rewards, postcards/letters home, and public recognition events such as honours evenings and assemblies. Sanctions for failing to meet behaviour expectations include verbal reprimands, detentions, removal from class, community service, and internal and external suspension. More severe consequences, such as directed off-site placements or permanent exclusion, are used when necessary. We use restorative meetings as a way to address issues that arise in the classroom so that both staff and students can understand where the problems are and address them accordingly.

Behaviour points (BP) are recorded relating the type of behaviour a student has displayed and can lead to a difference in sanctions based on their severity and the context. Events that incur behaviour points (BP) include, but are not restricted to the following;

- Bullying and friendship issues
- Refusal to follow members of staff instruction
- Derogatory and discriminatory behaviour
- Persistent lack of equipment
- Incorrect uniform
- Lack of work produced
- Serious incident (HOY/SLT only) - this may include physical or verbal aggression towards members of the school community, damage to school property, persistent breach of behaviour policy
- Missed homework
- Mobile phone misuse
- Parking (relocation from the classroom to another classroom) from class due to poor behaviour
- Inappropriate behaviour - not in line with our school values
- Truancy from lessons
- Unsafe corridor behaviour

Low Level Disruption & Restorative Meetings

If a student does not work within our student expectations and culture for learning, staff will:

1. Give them warnings, identifying the behaviour that is detrimental and will model the expected behaviour.
2. If a student continues not to meet expectations, then a second warning is given which may include a move within the class.
3. If a student continues to disrupt the lesson's learning they will be relocated to another classroom within the curriculum area/corridor.

Teachers will be expected to contact home to explain what has happened and set up a **restorative meeting** with the student. If the student fails to attend the restorative meeting or the restorative meeting is unsuccessful it is logged as refusal and the student receives a 30 minute curriculum detention. The teacher completes a restorative meeting before the student attends their lesson - this can be an 'on the door' restorative at the start of their next lesson.

Lack of Work Produced & Restorative Meeting

If a student fails to complete an adequate amount of work they will receive this behaviour point and will have to complete a restorative meeting with the teacher.

Refusal/inappropriate behaviour → After School Detention

When behaviour within the classroom is deemed as more serious than low-level disruption, resulting in the student being 'parked' by a member of SLT, this may result in the student receiving an after-school detention for the following day.

Pastoral Leader Defined Sanctions

There are other behaviour points that would trigger the Pastoral Leader to discuss the individual case with the Head of Behaviour and/or Senior Leadership Team. This could result in a detention and/or other disciplinary sanctions being put in place. These behaviour points include the following:

- Bullying or friendship issues
- Refusal to follow members of staff instruction
- Derogatory and / or discriminatory Behaviour
- Serious Incident

Detentions

Detentions are generally hosted the day after the incident in question except for missed homework which is hosted on a Monday. Failure to attend a detention results in escalation which can include a day in our Restart provision.

Community Service

At Peacehaven Community School, we want our students to value their school community. Therefore, where applicable, if a student has been engaged in behaviour which is not respectful of the school community, including damaging/vandalising school property, students may be asked to work with our cleaning staff to improve our community environment..

Internal suspension (Restart)

Student conduct is discussed at the end of each day by the behaviour team and for more serious events students may be placed in the Restart Room to work with staff to reflect on their conduct and be supported to change negative behaviours.

School directed off-site placements

For serious and /or persistent behaviour issues, students may transfer to another school within the Trust or attend an alternative setting temporarily. These placements aim to improve behaviour, and decisions are made in the student's best interest. Transport and uniform costs are typically not covered by the school, although consideration may be given for financial hardship.

8. Internal and External Truancy

Internal truancy (avoiding lessons and wandering the school site) is not permitted in school for important reasons. Firstly, students who choose not to go to lessons miss out on vital learning opportunities and in turn, limit the ability to reach their academic potential. Secondly, students miss out on the development of key skills developed in class such as teamwork and communication. Thirdly, students who choose to avoid lessons can

disturb the good order of the school community as well as having a negative impact on the education of other students. Finally, students who truant and ignore staff instructions pose a significant safeguarding risk to themselves and others. A student demonstrating this behaviour will receive a Truancy 1 behaviour point if they miss up to 30 minutes of a lesson. This will result in a 30-minute detention. If the student misses more than 30 minutes they will receive a Truancy 2 behaviour point resulting in a 60-minute detention.

9. Attendance and Punctuality

At Peacehaven Community School we have a focus on attendance and punctuality to school and lessons. Teachers will log an 'L' code with 0 minutes for all morning lates. Students arriving between 8:40 AM and 8:50 AM will have time added to Friday detention and receive a slip before going to Lesson 1. Those arriving between 8:51 AM and 9:09 AM will incur a curriculum truancy detention set by the teacher, receive a slip, and proceed to Lesson 1. For arrivals at 9:10 AM or later (U-code), a curriculum truancy detention will be set by the teacher, a slip issued, and the student will go to Lesson 1. All students who arrive after 8.40am must hand their mobile device in at reception. For lateness to lessons within the school day, teachers will input an 'L' code with the exact time for arrivals 1-10 minutes late, which will be added to Friday late detention. If a student arrives 11 minutes or more late without a late slip, the teacher will set a truancy detention.

We believe in recognising and celebrating students who consistently demonstrate positive behaviour and punctuality. Students with 0 lates from Wednesday to Wednesday will gain entry into the weekly Friday prize draw at 2:57 PM and receive a celebration email home. Furthermore, students who accumulate 0 late detentions throughout an entire term will be entered into the termly celebration assembly.

10. Homework

A student will receive this behaviour point if they fail to meet the deadline set. If a student fails to meet the deadline for two or more subjects within the week they will receive a detention of 30 minutes where they will have the opportunity to work on a PC to help support their completion of missed homework and any upcoming deadlines. Should the student fail to attend this detention (unless there is an adequate reason) they will receive a one-hour detention.

11. Edulink

To monitor engagement and attitudes in school, positive and negative behaviours will be logged and collated on EDULINK. This will allow staff and parents to engage with behaviour data to ensure that student engagement is recorded effectively. This includes the administration of sanctions and rewards for all students. Furthermore, issues pertaining to discrimination or unkindness will also be logged through this platform. Parents are encouraged to use the EDULINKs app to monitor their child's behaviour in school and to discuss it with their child.

12. Anti-Discrimination, Racism and Bullying

Peacehaven Community School is committed to anti-discriminatory, anti-racism and anti-bullying practice that promotes equality and values diversity for all staff, students and families. We are a committed school that aims to overcome derogatory and discriminatory behaviours with an approach which seeks to raise consciousness and develop positive attitudes. Students and staff have access to report any form of discrimination online. We are notified immediately and address the incident which is investigated with fair sanctions given that educate the student. Restorative actions include:

Tier 1: Staff member (who reported the incident) to discuss and educate the student. Staff member to call

parent/guardian and add a negative behaviour entry on Edulink.

Tier 2: A discriminatory educational pack given to the student and a staff member from the safeguarding team to have a restorative conversation. This tier may also include use of the RESTART as a consequence. Pastoral teams will make a call home making the parents of all students involved aware. The school reserves the right to educate the student with the support of our police liaison officer.

Tier 3: This tier may result in the use of RESTART, a fixed period placement at another local school or a fixed period suspension. In extreme or exceptional cases the school reserves the right to issue a permanent exclusion. A discriminatory education resource pack and a member from the safeguarding team will have a restorative conversation with the student. The pastoral team will make a call home and if deemed necessary, will organise a parental meeting.

By having such a policy we give a clear message to everyone in the school community that discriminative language and/or behaviour will not be tolerated.

13. Threatening, aggressive and sexualised behaviour

Sexual harassment and assault

Peacehaven Community School is committed to providing a safe environment free from the risk of sexual violence or harassment. Where a student is accused of sexualised behaviour they will be removed from circulation. The safeguarding team will assess the information and ensure that it is categorised and recorded by the nature of the incident. The DSL/DDSL will identify appropriate outcomes to the incident which may include school-based support or interventions, as well as referrals to other agencies including the Police (if the allegation involves a potential criminal offence). In extreme or exceptional cases the school reserves the right to issue a suspension or permanent exclusion.

Aggressive, threatening and violent behaviour

Community is at the heart of our school and all staff and students are expected to treat others with kindness and respect. Students and parents should report issues to a member of staff so that any concerns can be investigated fully. Aggressive, threatening and/or violent behaviour is not accepted or tolerated at Peacehaven Community School. Aggressive behaviour can be both physical and/or verbal. Students who decide to act in this way, either directly or indirectly, are likely to receive severe sanctions ranging from detentions, suspension to possible permanent exclusion.

14. Malicious Allegations

Where a student makes an allegation against a member of staff or another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of the student accused of misconduct. Appropriate sanctions will be put in place and the use of risk reduction plans may be used in conjunction with the safeguarding team and Lead DSL and families.

15. Suspensions & Exclusions

Whilst every effort is made to support student behaviour and conduct at Peacehaven Community School, suspensions and permanent exclusions 'are sometimes a necessary part of a functioning system where it is

accepted that not all student behaviour can be amended or remedied by pastoral processes, or consequences within the school' (DfE guidance, 2024).

Whilst used as a last resort, suspensions and permanent exclusions may be used to ensure that the academic welfare and safety of staff and students are maintained. A student's behaviour outside of school can be considered grounds for a suspension (or permanent exclusion) and decisions made must be made in line with the principles of administrative law i.e. that it is lawful, reasonable, fair; and proportionate. When investigating the evidence in relation to a suspension or permanent exclusion the Headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' rather than the criminal standard 'of beyond reasonable doubt' (DfE guidance 2024).

A suspension can also be for parts of the school day. For example, if a student is continually disruptive during lunchtimes, they may be suspended from the school premises.

Only the Headteacher can suspend or permanently exclude a student, however, in instances where the Headteacher is absent from school and is uncontactable for an extended period, the Acting Head of School has delegated authority to suspend a student from school. In extreme circumstances the suspension will be immediate and parents and carers may need to collect their child at short notice.

A suspension may be for a fixed period but in some cases this may lead to a permanent exclusion from school. A suspension may be for up to 45 days in a school year. East Sussex County Council is responsible for 6th day provision if the suspension is longer than five days.

When the Headteacher suspends a student for a fixed period, parents/carers will be informed of the length of the suspension and the reason for it. When a student is suspended for a fixed period, arrangements will be made for the student to receive work to do at home. This can include online platforms such as Google Classroom. There may be occasions where students re-integrate through RESTART and will require a parental meeting before the student can return to mainstream learning. On return to lessons, the student will be monitored closely and support strategies, discussed at the reintegration meeting, will be employed in an attempt to improve student behaviour.

For a suspension of more than 5 days, but less than 15 in a seasonal term, parents can make representation. The governing body would then need to convene a meeting to consider reinstatement within 50 school days of receiving the notice of a suspension. If the result of suspension would be that the student may miss a public examination (although at Peacehaven Community School we would endeavour to avoid this), a meeting of the Committee will be arranged.

The reasons below are examples of the types of circumstances that may warrant a suspension. It is important to note that this list is not definitive or exhaustive, and is not limited to the school site.

- Verbal abuse against an adult
- Physical assault against a student
- Encouraging and participating in a physical assault against a student
- Verbal abuse or threatening behaviour against a student
- Being in possession of a prohibited item or items relating to a prohibited item, such as an offensive weapon or dangerous piece of equipment, alcohol or drugs, pornographic images, or any item likely to cause significant disruption to the good order of the school
- Child on child abuse, including various forms of bullying, including cyber-bullying
- Abuse directed at race, sexual orientation, gender reassignment, disability and any other vulnerability or protected characteristic
- Repeated incidents of defiance, particularly those which undermine the authority of the school or disturb the learning environment for others

- Actions which are deliberately designed to bring the name of the school into disrepute, particularly relating to false allegations.

If a student exhibits extreme behaviour then the Headteacher has the right to pursue a permanent exclusion. As aforementioned, the Headteacher must consider whether the decision to permanently exclude is lawful, reasonable, fair and proportionate.

A decision to permanently exclude a student will be taken only:

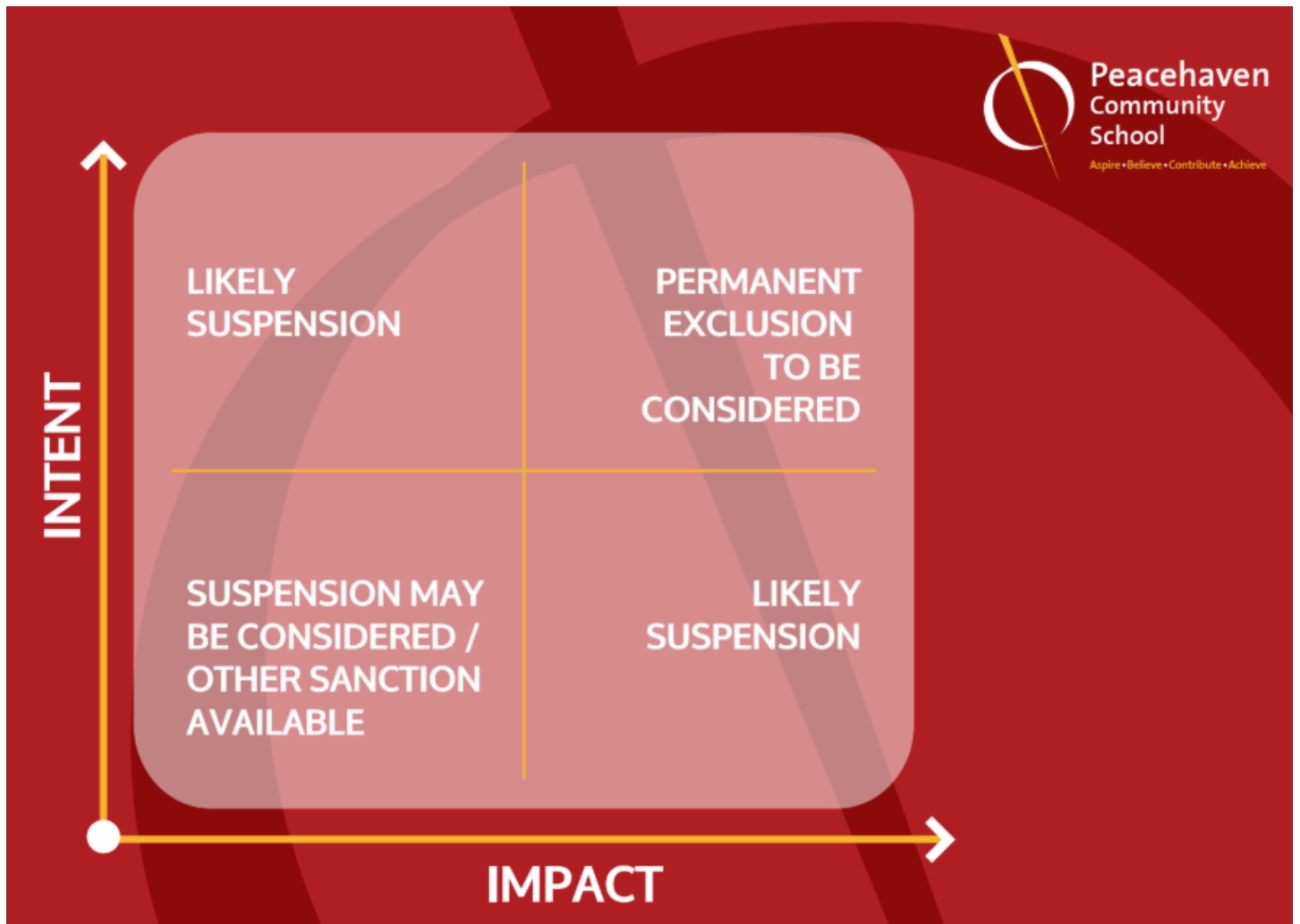
- in response to serious or persistent breaches of the school's behaviour policy, and
- if allowing the student to remain in school would seriously harm the education or welfare of others.

The reasons below are examples of the types of circumstances that may warrant a permanent exclusion. It is important to note that this list is not definitive or exhaustive, and is not limited to the school site.

- Persistent breaches of the school's behaviour policy, including, but not isolated to, the list of behaviours in the suspensions section, particularly after significant interventions have been put in place by the school or outside agencies.
- Violent assault against a student causing significant harm or discomfort.
- Physical assault or threatening physical assault against an adult.
- Using, threatening to use, or distributing an offensive weapon.
- Using, threatening to use, or distributing a prohibited item, such as alcohol or drugs, which could cause a significant safeguarding risk to the individual or other members of the school community.
- Extreme incidents of child-on-child abuse including sexual violence, sexual harassment, teenage relationship abuse, consensual and non-consensual sharing of nude/semi-nude images and upskirting.

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

When deciding whether to use a suspension or permanent exclusion, leaders will always consider the impact and intent of any particular behaviour. See below for guidance:



Off-site Direction and Managed Moves

As per the Department for Education's Suspension and Permanent Exclusion Guidance (August 2024), an off-site direction is used as a preventative measure to permanent exclusion. It states that 'school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and to maintain safety of school communities'.

As opposed to an off-site direction, 'a managed move is used to initiate a process which leads to the transfer of a student to another mainstream school permanently.' Parents and the schools must all be in agreement to ensure the move is part of a planned intervention to support the student. Whilst offsite directions and managed move are not an avenue Peacehaven Community School would want to pursue, they can and will be used where appropriate.

[Suspension and Permanent Exclusion - DfE guidance 2024](#)

[Swale Academies Trust Suspensions and Permanent Exclusion Policy](#)

16. Uniform

Our uniform expectations can be found on our website. Students are expected to wear their uniform with pride throughout the school day. They are also expected to follow the school's uniform policy on the way to and from school. If students forget items of their uniform they will face a sanction. Students who live within walking distance may be asked to return home to collect the missing item or if they live further from the school will be

required to wear borrowed items. If students still do not have the correct uniform they may be asked to complete their learning in Restart until the issue is rectified.

17. Valuables

The school cannot accept responsibility for the loss of valuables which are brought to school, or for damage to the personal property of students. This includes confiscated items. We are a cashless school and it is unsafe for students to bring money to school. Expensive electronic items should not be brought to the school. Students are not allowed to buy, sell or trade any articles on the school premises or to bring into school any items they have dealt with in this way.

18. Policy on breakages by students

The school expects all students to treat the school community with respect. Where breakages, damage, defacement or loss of school property (this includes books, equipment, furniture, fittings, and the fabric of the school) are a result of a student's action, whether deliberate or reckless, there may be a consequence. Parents/carers may be charged for the breakage or for the replacement of the damaged, broken, defaced or lost item(s) and/or the cost of materials and labour to replace, repair, or restore as necessary. A receipt will be issued for all payments made.

19. Access to the school

Students have free access to most areas of the school. However, there are certain restricted areas and these are listed below. Students who go 'out of bounds' may be sanctioned.

- Students should use allocated toilets
- Students and staff need to observe the 'No entry' signs especially during the exam seasons
- School teaching rooms are not social areas and are out of bounds before school and during break and lunch times unless wet weather breaks/lunches are set.
- No student should be in classrooms without a member of staff present.
- No student is allowed to leave the school premises before the end of the school day, unless authorised to do so.
- Students must enter and exit the school on foot via the student entrance and exit.
- Only students in supervised activities can remain on site at the end of the school day.

20. Screen, Search and Confiscate

The school retains the right to search any student whom we suspect of having contraband items on their person. This is outlined in 'Behaviour and discipline in school- guidance for headteachers'. If a student refuses to be searched they will be isolated until their parent or carer arrives to conduct the search with a senior member of staff. If a student continues to refuse to be searched the school may contact the police. Students' school internet accounts will be regularly screened to ensure they are not viewing harmful content. The school does not have to return confiscated items.

For further information, refer to the Department for Education's guidance on [searching, screening and confiscation](#).

Prohibited items include, but not limited to:

Category A items (illegal items or those that may cause a danger to health and safety) may include:

- knives and other offensive weapons
- alcohol

- illegal drugs and drug paraphernalia
- stolen items
- tobacco and cigarettes / cigarette papers / lighters / matches
- vapes and e-cigarettes
- fireworks
- pornographic images / content
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Category B (items that may cause disruption or disturbance to the smooth running of the school) may include but are not limited to:

- energy drinks / sugary drinks such as Coca-Cola
- sugary sweets
- large quantities of unhealthy food
- jewellery (including rings / earrings / necklaces / bracelets / nose-studs / false eyelashes)
- electronic (including bluetooth) speakers

In order to ensure staff and student safety, vape detectors and wands (hand-held metal detectors) may be used.

Offensive weapons

At Peacehaven community School the safety and wellbeing of students, staff and visitors are of paramount importance. The school takes a zero tolerance approach to offensive weapons to ensure the safety of all.

An offensive weapon can be deemed as any article, made or adapted, for use in causing injury to the person, or intended by the person.

For further information on how offensive weapons will be dealt with by Peacehaven Community School, please refer to the [Swale Academies Trust Offensive Weapons Protocol](#).

Returning items

Depending on the category of the confiscated item, a decision will be made on if or when an item will be returned. Items that are illegal or dangerous (category A) may need to be reported to the Police and will not be returned. For other items, such as those in category B, they may, at the discretion of senior staff, be handed back at the end of the school day, the end of the school week or the end of the school term. Students who refuse to hand over items or continue to repeat the behaviour may face sanctions in line with this behaviour policy and items will need to be collected by parents.

21. Restrictive Physical Intervention and the Use of Reasonable Force

In line with the April 2026 DfE Statutory Guidance on Restrictive Interventions, the school's primary goal is to prevent the need for physical intervention through proactive de-escalation and a "Professional Neutrality" approach.

However, all members of staff have a legal power to use Reasonable Force to prevent a student from:

- Causing Incapacitating Injury: Preventing a student from injuring themselves or others.
- Committing a Criminal Offence: (Or an action that would be an offence if they were of the age of criminal responsibility).
- Causing Severe Damage to Property: Where that damage creates a further risk of harm or significant disruption.
- Engaging in Behaviour Prejudicial to Maintain Good Order: This is used only when all other

non-physical strategies have been exhausted and the behavior is causing a serious breakdown in the safe climate of the school.

Core Principles of the 2026 Framework:

1. Last Resort & Proportionality: Any force used must be proportionate to the risk, reasonable in the circumstances, and strictly necessary. It must be the "least restrictive" option available.
2. Prevention First: Staff will always seek to use "Non-Physical Restraint" (such as tactical positioning or environmental changes) to resolve situations.
3. Mandatory Recording & Reporting: Under the new statutory duty, every incident involving the use of force or restrictive intervention must be recorded on the school's MIS/CPOMS system.
4. Parental Notification: The school has a legal duty to inform parents/carers of any significant incident involving the use of force as soon as is practicably possible, and ideally on the same school day.
5. Post-Incident Support: Following any restrictive intervention, a "Restorative Reset" or debrief will be offered to both the student and the staff member involved to support the rebuilding of the professional relationship.

This policy is sanctioned under the Education and Inspections Act 2006 and updated in accordance with the 2026 Restrictive Interventions Regulations. Peacehaven Community School remains committed to a trauma-informed approach where physical intervention is never used as a punishment or a disciplinary sanction.

[Restrictive interventions, including use of reasonable force in schools. - Department for Education guidance.](#)

22. Power to Discipline Offsite

As outlined in the Department for Education's 'Behaviour and discipline in school - guidance for headteachers', the school has the power to discipline students, for their conduct and behaviour outside of the school premises (as well as online). The school will sanction any student whose behaviour could have the following impact:

- repercussions for the orderly running of the school
- posing a threat to another student, member of staff or member of the public
- potential to adversely affect the reputation of the school

The school is in regular contact with local service providers and will sanction when informed of incidents of poor behaviour committed by students in the local community.

23. Equality

Peacehaven Community school is committed to providing all students with equal access to a rich, broad, balanced and relevant curriculum. Regular monitoring and evaluation of behaviour data in school will allow for this policy to be used fairly so that all students are treated as equal. Furthermore, reasonable adjustments will be considered (and acted upon where necessary and appropriate) to ensure that the needs of each individual child are taken into account. Please refer to Appendix One for further information as to how this is applied for students with SEND. To ensure the thoughts and opinions of students are listened to, student voice will be conducted by senior leaders throughout the year.

Useful links

[Behaviour and Discipline in Schools - A guide for headteachers and school staff](#)

[Searching, screening and confiscation - GOV.UK](#)

[Part Time Timetable Protocols](#)

[Use of Force in Schools - Department for Education guidance](#) (currently out for consultation)

[Swale Academies Trust Offensive Weapons Protocol](#)

[Suspension and Permanent Exclusion - DfE guidance 2024](#)

[Swale Academies Trust Suspensions and Permanent Exclusion Policy](#)

[Keeping children safe in education 2025](#)

Appendix 1: SEND and other reasonable adjustments

Educational Needs and Disability (SEND) and vulnerable individuals:

We fully appreciate that some children will find it more difficult to respond to the rewards and consequences in this policy. In particular, students with SEND may require reasonable adjustments to be made in line with their primary and secondary needs. These individuals require a carefully planned and personalised response involving parents or carers and the SEND/Pastoral team. We also understand that a child may require increased support and care when they experience trauma and loss in their lives. The school may use a number of different strategies and also consider how the involvement of external agencies can support a child with additional needs such as:

- Positive reports to enable celebration of good behaviour
- Increased communication between home and school
- Individual behaviour plans.
- Mentoring
- Support from the special educational needs coordinator (SENDCo) or identified teaching assistants
- In house counselling service to offer 1:1 support to develop self-esteem and social skills
- Additional literacy or mathematics support where this is identified as a barrier to learning and impacts on the student's behaviour
- Adjusted curriculum provision
- An adapted timetable with an agreed timescale (maximum 6 weeks)
- Pastoral support meeting with parents and carers
- Facilitating of multi-agency meetings to plan next steps for a child's SEND provision
- Involvement of external professionals such as Planning Officers, Provision Evaluation Officers and Inclusion and Attendance Officers
- Consistent implementation of strategies recommended by professionals
- Referral to outside agencies such as: ISEND Front Door Education Support, Behaviour and Attendance Service (TASS), the Educational Psychology Service, Child and Adolescent Mental Health Services (CAMHS), the local paediatric unit, (CLASS) or the Virtual School for Children in Care

Risk Assessments and Risk Reduction Plans:

- The leadership team may judge it to be necessary to construct a risk assessment or a risk reduction plan for identified children.
- These will be constructed in collaboration with key members of staff and parents/carers. The information recorded will then be disseminated to staff.
- The plan will be reviewed at the end of each seasonal term or sooner if circumstances change, e.g as part of a reintegration meeting following a fixed term suspension.
- A whole school overview is updated to reflect the number of children on these plans and their review dates.
- If the behaviour of a child escalates suddenly, then a member of the senior leadership team will carry out a dynamic risk assessment as stated in the individual risk assessment/risk reduction plan.
- This is to ensure that alternative provision with specific supervision is agreed for the next session or the afternoon so that the child does not resume their scheduled, timetabled activities.
- This is to allow a continued period of quiet reflection for the child in an alternative, safe space. Parents/carers will also be updated.

Equality Act 2010:

The governing body, the leadership team and staff will ensure there is no variation in the application of this positive behaviour policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of children are listened to and appropriately addressed.

Appendix 2: Supporting student behaviour – guide for staff

If you use scripted language or have documents that support staff, you may want to include it here. Below is a suggestion.

Students should be given the opportunity to amend or correct behaviour whenever possible. The following guidance provides a script for staff to challenge and correct any behaviour issues while de-escalating behaviour problems in the classroom.

The Four Steps:	Teacher Action:	Suggested Teacher Language:
Non-verbal reminder	Use gestures and eye contact to re-focus the student.	
Reminder	Speak quietly to the student in the classroom.	"I've noticed... It's important to remember our rule about..."
Reset conversation	Speak to the student outside the classroom.	"This is your reset conversation so we can get you back on track. How can I support you?"

<p>Park</p>	<p>Speak to the student. Give 1-2 minutes for them to change their behaviour.</p>	<p>“We need to _____ in lessons. I will be back shortly. When I come back, I hope you’ll make the right choice.” EITHER: “I’m sorry that you haven’t made the right choice today and will need to be parked. Please make sure you attend our restorative so that we can reset before the next lesson.” OR “Well done. I’m impressed that you’ve made the right choice.”</p>
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Scenario 1: Student Refuses to Follow an Instruction

The student says, “I’m not doing that.”

1. Keep calm and controlled:

“I hear that you’re not ready right now. I’ll give you some space, but I need to see you _____ in the next minute. Thank you.”

2. Follow up later, privately:

“That wasn’t like you. What was happening for you today?”

“Next time, when you feel like saying no, what’s another way we can work it out?”

Scenario 2: Low-Level Disruption (e.g., tapping, talking, off-task behaviour)

“I need you to focus now so we can all get on. Thanks.”

If it continues:

“I know you can do better — this isn’t helping you or others. Let’s get back on track now. Thank you.”

Scenario 3: Student Swears or is Rude in the Heat of the Moment

Immediate:

“That language isn’t okay. We’ll talk later when you’re ready.”

Follow-up:

“I know you were upset — that’s okay. But we can’t use language like that. What could you do differently next time?”

Scenario 5: Student Using Mobile Phone in School

Immediate, calm response:

“I’ve seen your phone out. You know the rule – ‘no see, no hear’. I need you to hand it over to me/Duty now. Thank you.”

If the student resists:

"I understand you don't want to give it up right now. But the rule is clear. You can hand it to me/Duty now and collect it later – or this will be followed up tomorrow."

Follow-up (when calm):

"What happened today with your phone?"

"Why do you think we have that rule?"

"What can you do next time you feel tempted to use it?"

Scenario 6: Student Arrives Late to Lesson

On arrival (calm and low-key):

"Good to see you. Come in and get started. We'll catch up after the lesson."

After the lesson (private, restorative):

"I noticed you were late today. What happened?"

"What could you do differently next time?"

"How can I support you to get here on time?"

Summary of Tone and Style

- Always emotionally neutral and steady
- Use phrases like "thank you" instead of "please"
- Say "I need you to..." rather than "Can you...?"
- Never shame; always restore the relationship

Positive Behaviour Management Strategies:

Start of Lesson:

1. **Stand at the door** and greet warmly (praise where possible).
2. **Students correct their uniform** before they enter the classroom.
"It's lovely to see you X but before you enter the classroom, could we sort your tie and shirt out? Just step to the side and we'll get that sorted. Thank you."
3. **Retrieval starter** on the board.
"Good morning/afternoon everyone. Your starter is on the board. Write the date and LO in the front of your books and complete the retrieval practice task. If you could work in silence while I take the register. Thank you."
4. **Praise students** meeting expectations /learning behaviour goal
5. **Target students** for answers to the starter. If they can't answer, they nominate then repeat.

During Lesson:

Positive Narration:

"X is really focused - well done."

"Y, your pen has not stopped moving - great work."

"I have fifteen people listening - good - now 20 - better - just 2 more."

Scripting for Attention:

"Pens down and everyone listening to me in 3-2-1."

Timed Activities/Clear Countdown/What-How Instructions:

"You have ___ minutes to complete this task.

Today I am looking for [specific outcome/learning behaviour].

This task needs to be completed in [silence/groups/pairs etc.]"

Circulate the room & use non-verbal cues:

Eye-contact, hand gestures, hovering etc.

End of Lesson:

1. **Return to learning objective, then:** "Well done for all your excellent work today. We are going to start packing away. No movement until I've finished my instructions - thank you. Books away and everyone standing quietly behind their chairs in their correct uniform."
2. **Don't allow students to put on coats or jackets.** "Wait until you are outside to put on jackets and coats. Thank you."
3. **Ask for silence.** "Well done X, well done Y, that's five quiet now, ten, just two more now. Well done. "
4. **Dismiss row by row (or similar).** "This row is standing beautifully, off you go, have a good day."

Logging Behaviour on Edulink and linked outcomes:

Event Name:	Log 'Outcome' on Edulink as:	Action
Other (No Behaviour Point)	Refer to Mentor	Refer to Mentor
Lack of Work Produced	Restorative	Set Restorative
Parking - No Duty Required	Restorative	Set Restorative
Parking - Duty Required	Restorative	Set Restorative
Refusal	Contact Home	Automated 30 Minute Detention
Unsafe or Irresponsible Corridor Behaviour	Refer to Mentor	Automated 30 Minute Detention
Uniform - Incorrect	Refer to Mentor	Automated 30 Minute Detention

Truancy 1	Contact Home	Automated 30 Minute Detention
Truancy 2	Contact Home	Automated 1 Hour Detention
Missed Homework	Refer to Mentor	Automated 30 Minute Homework Catch Up
Mobile Phone Misuse	Refer to HoY	Phone Collection/Hand-In
Discriminatory Behaviour	Refer to HoY	Refer to Assistant Headteacher of Behaviour/ DSL
Bullying	Refer to HoY	Refer to Assistant Headteacher of Behaviour/DSL
Equipment - Repeated	Refer to Mentor	Mentor Target Card

Restorative meetings

Staff will attempt to repair and rebuild relationships with students prior to their next lesson. Staff will use the below form to support students within a restorative meeting.

Restorative Meeting

Record of Discussion and Outcomes



Achievement is a focus for all within an inclusive and supportive school community. We develop confident, happy, ambitious students who take pride in their learning, flourish, and are safe. Students will be socially aware and leave our school being academically successful, having the skills and qualities to face new challenges. Staff are aware that students may make mistakes, but we can fix them. We are meeting to support you to improve your behaviour and this discussion is so that we can put things right before tomorrow.

What happened?	What went wrong within your lesson or within our community?
	What were you thinking about at the time? Why do you think it went wrong?
	How do you feel about what happened now?
Affect	Who was affected by what happened?
	Was what happened fair to them?

	How will your parents/carers feel about what happened?
Repair	What do you need to do to repair things?
	How will this put things right?
	When can this happen?
Move forward	How can we make sure this does not happen again?
	What do you need to start/ stop/ keep doing?
	What should we/I/ the school do if this happens again?

What was the outcome of this meeting?

Teacher Signature:

Student Signature:

Teacher name:

Student name: